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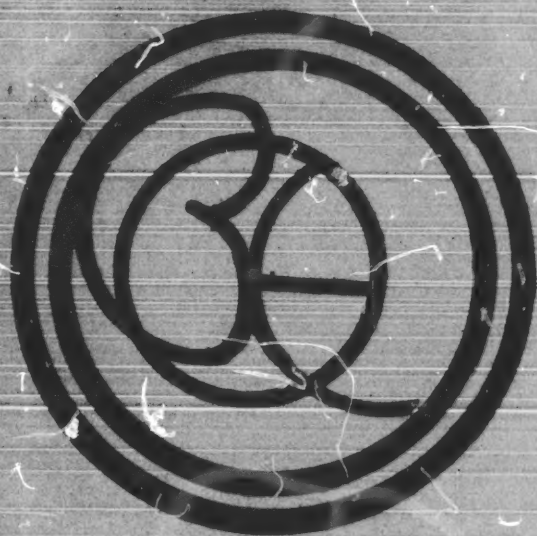
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ABSTRACT

Program supervisors for Business and Office Education (BOE), State Board for Community Colleges and Occupational Education completed a second year evaluation of Model Business and Office Block Program for rural schools. Data analysis and report writing were completed by a private consultant. On site visits were conducted and performance tests were administered. The case studies identified the improvements in the program. These included: increased capability for delivery cap-stone experiences such as cooperative education or stimulation, and an improved instructional management system. The testing indicated no significant differences among students in this year's key school program as compared to the control school utilized in last year's evaluation. Weaknesses or areas of improvement identified in this year's Model BOE Block Program as contrasted with those identified last year include: lower student performance on typing speed tests and fewer students enrolling in the business and office program having a career objective compatible with training they received. The evaluation ascertained no significant difference in student performance on the Civil Service and typing tests. The program faculty's utilization of the advisory committees was the same as last year and needs improvement. Administrative support for the program was positive. (Author/DWH)

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MODEL BUSINESS AND OFFICE BLOCK PROGRAM FOR RURAL SCHOOLS

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TECHNICAL REPORT

MODEL BUSINESS AND OFFICE BLOCK PROGRAM
FOR RURAL SCHOOLS

Second Year Evaluation

Dr. Kendrick L. Spooner

Center for Education and Management, Inc.

October 1980

Abstract
Model Business and Office Block Program for Rural Schools
Second Year Evaluation

The second year evaluation of the Model Business and Office Block Program for rural schools was completed by the program supervisors for Business and Office Education, State Board for Community Colleges and Occupational Education. Data analysis and report writing were undertaken by a private consultant. The second year evaluation was modeled after the first year evaluation. On-site visits were conducted and performance tests were administered.

The case studies identified the major improvements in the program. These included: increased capability for delivering cap-stone experiences such as cooperative education or simulation, and an improved instructional management system. The testing however, indicated that there were no significant differences among students in this year's key school program as compared to the control school utilized in last year's evaluation.

Weaknesses or areas of improvement identified in this year's Model BOE Block Program as contrasted with those identified last year include: (1) lower student performance on typing speed tests and, (2) fewer students enrolling in the business and office program having a career objective compatible with the training they received.

In general, the evaluation ascertained no significant difference in the performance of students for this year versus last year's key school and control school students on the Civil Service and typing tests. The utilization of advisory committees by program faculty appeared to be about the same this year as last year and is in need of improvement. The administrative support for the Model Business and

Office Block Program is positive. The efficiency and definition of key school instructional process have been improved, still the data indicates no significant difference in student performance that can be contributed to the key school methods.

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Model Business and Office
Block Program for Rural Schools
Second Year Evaluation

As part of a continuing effort to improve and upgrade the business and office programs in secondary schools, the State Board for Community Colleges and Occupational Education has developed a Model Business and Office Block Program. A comprehensive evaluation of the program was conducted by the State Board. This evaluation report included some of the significant information collected in the first year evaluation. However, for more information pertaining to the Model BOE Block Program for rural schools, it is suggested the reader review the 1979 final evaluation report submitted to the State Board for Community Colleges and Occupational Education by the Center for Education and Management.

Background

In order to provide the reader with the background information pertaining to the Model BOE Program without referring to other documents, the following information is provided. The Model BOE Project for rural schools was conceptualized in 1976 and initially implemented in Elizabeth High School. Since that time, seven other schools have implemented the model project. The last school to be involved in the project was Douglas County Public School. The analysis for this school was handled separately from the other model schools because it was in the first year of its implementation and also it was classified as an intermediate-sized school district as opposed to the small rural school districts initially involved in the project.

Project Description

The project has as its major purpose to implement a program that:

(1) provides scheduling with a minimum of two regularly scheduled class periods or a combination of modules that are equivalent to a minimum of two conventional class periods each day, (2) provides a cluster approach with a core curriculum of required and optional classes, and (3) meets all standards of quality specified by the State Board for Community Colleges and Occupational Education.

The program had nine essential characteristics: (1) a two-period block, (2) core curriculum, (3) three or more optional areas of study, (4) student scheduling system, (5) individualized or independent instructional delivery, (6) model office simulation and/or cooperative experiences, (7) student career planning, (8) facilities and equipment, and (9) administrative support. Each of these characteristics will be further described later in the report.

The schools involved in this year's evaluation were: University of Northern Colorado Laboratory School; Bennett, District 29J Adams County; Akron, R1 Washington County; Elizabeth, District C1 Elbert County; Arriba, RE31 Lincoln County; Basalt, District RE1 Garfield County; Summit County, District RE1; and Douglas County, RE1 Castle Rock.

Evaluation Design

The evaluation design for the second year was modified somewhat from that used in the first year. The major differences were that in the second year's evaluation, the State Board staff conducted all data collection and on-site reviews; whereas, the first year these activities were completed by a third-party evaluator. Secondly, once the data were collected for the second year, an external consultant was used to

synthesize the information into a final report. The objectives for the evaluation were essentially to describe the exemplary projects in light of the curriculum and instruction model; to describe positive and negative aspects of the curriculum as seen by students, teachers and administrators; and to assess the performance of students in the program in the areas of typing and business knowledge.

The basic strategies for evaluation were structural on-site reviews. Visits by the State Board staff were made to each of the sites. Data were collected using interview schedules and performance testing. Each student was given a civil service-like examination and two five-minute timed writings. The second year's evaluation did not include a control group, therefore, the norms provided by the first year's evaluation were utilized in analyzing the performance of students in the second year's evaluation. Each site visit consisted of a review of the business and office program using the rural model project checklist, interviews with teachers directly involved with the project, interviews with a sample of approximately five students who were enrolled in the business and office program, interviews with building administrators, and performance testing of vocational education business and office students in the key school program using a civil service-like exam.

Analysis

Analysis of the relationship of the performance scores to other variables (school and grade level) was completed for the second year's evaluation. The four groups analyzed were: control school in 1979, key school in 1979, key school in 1980, and Douglas County School in 1980. Further case study analyses were done in light of the standards developed

for the key school project. The results from the follow-up studies were not done on a comparison basis inasmuch as a control school was not included as part of this design. Additional information can be obtained about this project by reviewing the technical evaluation report for the Douglas County Pilot BOE Project.

The executive abstract was modeled after the format utilized in the 1978-1979 BOE evaluation. The program was also divided into nine essential characteristics: (1) two-hour block, (2) core curriculum, (3) three or more optional areas of study, (4) student scheduling system, (5) individualized and independent instructional delivery, (6) model office simulation and/or cooperative experiences, (7) student career planning, (8) facilities and equipment, and (9) administrative support. Each of these characteristics were discussed in terms of three factors: what the model was intended to accomplish, the adaptation of the model, and the evaluation of the schools' efforts. Further, the report will provide comparative information between the 1978-1979 and 1979-1980 evaluations.

Summary of Administrator Interviews

In an attempt to assess the effectiveness of the key school business and office programs, a principal from each of these schools was interviewed. The following is a summary of their responses to the survey questions.

The administrators were positive about the key school program. Each was well informed about what was going on currently in the program and in general about the program's goals and objectives. Five of the six administrators responded that the block program was providing quality instruction to the students, however, one administrator reported the program was not as good this year as it was last year. A majority of the

administrators were kept informed of the progress and effectiveness of the block program by the teachers. However, there were some administrators that indicated they had also received good feedback from the students and parents. Three of the six school administrators reported they had provided additional resources to the business and office program. All administrators stated they had received good support and cooperation from the State Board for Community Colleges and Occupational Education as well as other schools in the key school program. Three of the six administrators interviewed stated they had some concern about scheduling. The three schools involved were those which had implemented a two consecutive hour block program. Four of the six principals were concerned about the low enrollment in the business and office program. Overall, the administrators were very supportive of the program and their attitudes toward the program had not changed from last year.

Summary of Teacher Interviews

The teachers reported that a majority of the basic components of the key school curriculum had been implemented. The only unit not extensively implemented was on listening.

Instructors reported that the office equipment needed for classroom instruction was of sufficient quantity so that each student had access to a machine when needed. Also, the teachers stated that all equipment purchased for classroom use could be found in the office classroom laboratory. There were no concerns expressed about the lack of equipment, as those teachers interviewed, reported they had received good administrative support in the acquisition of office equipment. A majority of the teachers stated that upon implementing the block program additional equipment and materials were needed.

Three of the six block programs had at least one two-hour block; the other three programs had one scheduled hour and one optional hour. Some of the teachers reported they had scheduling problems with the block program. Teacher/student ratios ranged from four to one, to twenty to one. Two instructors reported that a teacher aide had been hired to help them with such tasks as monitoring typing labs, duplicating instructional units, filing materials, and answering the telephone. Also, the teacher aides assisted in grading papers, composing letters, and conducting other clerical activities. All faculty in the model block program were involved in sponsoring FBLA and utilizing their advisory committee. Some faculty had responsibility for advisement. Also, a majority of the faculty were involved in many school related activities outside of vocational education; these included driver education, coaching, taking tickets at sports events, and sponsoring various clubs, activities, and classes. Teachers generally had only their planning periods to develop materials for the block program. Five of the six teachers interviewed reported their building principals and superintendent were very supportive of the program. One teacher stated that currently only a minimum amount of support had been received from the school administration. Other assistance provided to the teachers in the block program consisted of substitute teachers so the instructors could attend in-service meetings dealing with the block program.

One half of those teachers interviewed responded that class attendance had improved since they implemented the block program, the other half reported that attendance had not improved or had actually declined since implementing the program. The teachers stated they had observed some student behavioral changes which they attribute to the block type of

instruction. They perceived students to be more interested and more cooperative as well as being more responsible for their own instruction. Several teachers indicated there was increased enthusiasm and motivation on the part of the students. Peer instruction and peer appraisal systems were used by five of the six schools, however, each school implemented a different type of strategy. Some utilized peer instructional strategy while others utilized only peer appraisal strategies. There appeared to be no systematic effort on the part of the project to define the instructional strategies. Every teacher stated that they provided not only independent, but also individualized instruction. Students were given the opportunity to work at their own speed and work on the types of activities that best met their career objective. Each instructor further indicated students in their program were at different proficiency levels and were involved in different activities in their program. Students were generally recruited for the BOE program from pre-registration by the business teacher or school counselor. Some programs utilized pamphlets and formal materials while others relied on word-of-mouth from the students. There were some teachers who used their beginning business classes to recruit students into business and office occupations. For the most part, there were no screening methods used for selecting students for the Block Program. Each program required one year of typing prior to entry. Each program had implemented individualized student learning plans. These plans were used by the students in most of the schools. The teachers conceded that the Block Program was a good structure for providing instruction even though it took more teacher energy to implement the Block Program. It was more flexible, provided more opportunities for the students, and further encouraged responsibility on the part of the students.

The instructors of the Model Block Programs had implemented either cooperative education or simulation experiences. Most programs had a combination of experiences. Only three of the schools utilizing the Block Programs had an active advisory committee. The faculty indicated the advisory committee was very helpful in helping them develop curriculum, completing survey needs, reviewing equipment needs, etc. Overall, the teachers were very positive about the BOE Block Program.

Summary of Student Interviews

Thirty-four students were interviewed as part of the on-site visits for the Business and Office Key School Program. Of those, 56 percent had career objectives compatible with the business and office program. All students interviewed had at least one year of typing plus numerous other business and office courses. Half of the students had previously taken accounting and shorthand. A number of students had taken office practice, business math, general business, and other vocational business courses. Five of the 34 students interviewed reported scheduling problems. These problems were not serious and each student stated they had been able to work it out. The danger in reviewing this type of information is that the evaluator was asking the individuals who are in the program if scheduling was a problem. It may be the individuals having scheduling problems were unable to get into the program.

When asked about the training they were receiving, the students reported being able to operate typewriters, calculators, and duplicating machines. There were some students who had skills with the transcription equipment. Students reported that equipment they frequently used that was not located in the BOE lab was duplicating equipment. Most

students stated there were no restrictions on their use of the classroom equipment. Three students stated that there were restrictions placed upon the use of the memory typewriter. Twelve students stated they were sometimes required to wait in order to use the duplicating equipment and the memory typewriters. A majority of the students practiced on the typewriters and calculators on a daily basis. The average in-class practice time for a student was about 20 hours a month. Approximately half of the students stated that they also work or practice on certain types of equipment outside of the class. The average time given was around ten hours per month. There were some students, however, that stated they worked with the classroom equipment daily. Most students reported they could use the classroom anytime with permission. Students stated there were no problems in getting ribbons and paper and other types of supplies for their classroom work. Most students interviewed indicated they had completed all of the instructional units assigned. Students generally responded that the instructional units were worthwhile and expressed satisfaction with them because they could work at their own pace. The instructional units were assigned by the teacher; this was done on a weekly or quarterly basis, depending upon the school. Most students indicated they were encouraged to work at their own pace, also, one student reported being given the opportunity to advance and do extra work. Most students indicated they were graded on a point system based upon their instructional units, test grades, typing speed scores, etc. It appeared all students understood the grading system used in their school. Students, for the most part, stated their attendance had not been any better or any worse than it had been in the past.

There were three major reasons given by the students for enrolling in business and office education programs. The first reason was the skills involved in the business and office area were appealing. The second reason was they had hoped to go into a job after high school utilizing business and office skills. The third reason given was there were no other classes to take. Four of the students interviewed indicated they were not members of FBLA. This was a marked improvement over last year. Further, the students in FBLA stated that during class time they were involved in FBLA activities such as completing the unit on youth organizations, committee meetings, parliamentary procedures, work scrapbooks, and other FBLA activities. Most of the students replied they had received adequate instruction for employment in a business and office occupation, also students acknowledged they were provided with opportunities to work with other students in a cooperative manner.

When asked to compare the BOE Block Program to other instructional activities experienced, students generally perceived the BOE Program to be better. There was more independent work and they appeared to get more out of the business and office class.

Analysis of Performance Testing

Introduction

As part of the key school evaluation, the students were given a civil service-like examination which included a five-minute typing timed writing. The scores from these examinations were compared to the scores of last year's examinations. A comparative analysis was conducted of examination scores of students from key schools and students in the control group.

Table 1 provides the average scores by grade level, by group on the three parts of the test. An analysis of variance was completed to assess the significant differences among the groups and grade levels.

Table 2 provides the summary table for students' test scores. There is a significant difference between the grade levels on test scores as indicated by the data. It can be seen by reviewing Table 1 that students in the lower grades do poorer on the test than do the twelfth graders. This is particularly true for 1980 key school students.

Table 3 provides the analysis of variance summary table of students typing speed by group and grade level. Again, there were significant differences among grade levels. Also, there was a significant difference between groups. The 1979 key school group did significantly better than did the students in the 1979 control group program. This year's data, however, did not indicate any interaction affects by group, by grade level.

Table 4 provides the analysis of variance of students' typing errors by group and grade level. The analysis indicated that there was no significant difference among groups or grade levels in terms of the number of typing errors made on a five-minute timed writing.

Table 5 provides the student test results for the 1979-80 key school by district, by year. Again, an analysis of variance was completed in order to identify areas of significant difference by year, by school, or by interaction affects among the variables.

Table 6 is the analysis of variance summary table for student test scores by district, by year. There is no significant difference among schools or between years on the students' performance test scores.

Table 7 provides the analysis of variance summary table of students'

typing speeds by district, by year. This table indicates that there are significant differences among schools, however, there is no significant difference between the 1979 and 1980 typing scores performance of students.

Table 8 provides the analysis of variance summary table for typing errors. Again, there is no significant difference by school, or by group in terms of the number of typing errors. Also, it was found that for any one school, students taking the examination in 1980 performed about the same as did those students in 1979.

Overall, the test results appear to be somewhat similar to those reviewed last year. The test scores, typing scores, and typing errors were somewhat below the requirements for entry level Civil Service secretarial jobs. It is the feeling of the evaluator, that only a small percentage of those students graduating from the business and office program under consideration, and not having sufficient on-the-job experience, could qualify for a clerk/typist or steno/typist position under the current Civil Service criteria for typists.

Perhaps the easiest method for understanding and analyzing the data is to look at the scores provided in Table 1 of the document. Last year, 35 seniors were tested in the Key School Program. Their average typing speed score was 54.5 words per minute. This year 38 students were tested in the Key School Program, their average typing score was 48.8 words per minute. Also, it can be seen that the students this year made slightly more errors in their five-minute timed typewriting and missed, on the average, one fewer question on the written examination. The number of students taking the examination was approximately the same by grade level.

Table 1
Students' Evaluation List of
Results by Grade Level, by Group

Group	Grade Level	# of Students	Test Results		
			Test	Typing Speed	Typing Errors
Key Schools 1979	10	1	23.0	40.5	8.0
	11	36	24.8	40.9	11.8
	12	35	26.2	54.5	12.8
Key Schools 1980	10	0	0	0	0
	11	35	21.6	48.9	11.5
	12	38	25.1	48.8	13.4
Control Schools 1979	10	2	20.0	45.5	15.0
	11	2	26.0	40.0	16.5
	12	21	25.8	48.0	15.2

Table 2
Analysis of Variance Summary Table of
Students' Test Scores by Group, by Grade Level

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects					
Grade Level	256.201	2	128.101	4.013	0.020
Group	171.571	3	57.190	1.791	0.150
Grade Level by Group Interaction	97.080	4	24.270	0.760	0.552
Residual	5682.309	178	31.923		

Table 3
Analysis of Variance Summary Table of
Students' Typing Speed by Group, by Grade Level

Source of Variation	Sum of Squares	DF	Mean Squares	F	Signif of F
Main Effects					
Grade Level	1691.258	2	845.629	6.657	0.002
Group	1072.785	3	357.595	2.815	0.041
Grade Level by Interaction	264.881	4	66.220	0.521	0.720
Residual	22483.426	177	127.025		

Table 4
Analysis of Variance Summary Table of
Students' Typing Errors by Group, by Grade

Source of Variation	Sum of Squares	DF	Mean Squares	F	Signif of F
Main Effects					
Grade Level	94.124	2	47.062	0.863	0.423
Group	141.852	3	47.284	0.868	0.459
Group by Grade Interaction	82.869	4	20.717	0.380	0.823
Residual	9674.188	177	54.504		

Table 5
Students' Test Results for
Years 1979 and 1980 by Key School

District	Year	Test Results		
		Test	Typing Speed	Typing Errors
1	1979	26.7	54.9	13.9
	1980	22.8	49.8	14.3
2	1979	24.7	56.0	11.2
	1980	25.3	50.8	9.8
3	1979	24.7	43.6	11.2
	1980	24.1	46.1	11.4
4	1979	26.7	53.7	8.9
	1980	27.8	54.5	11.5
5	1979	25.0	54.1	16.8
	1980	24.7	47.5	12.9
6	1979	22.4	47.4	13.3
	1980	23.2	39.3	11.9
7	1979	25.5	45.2	16.6
	1980	19.9	45.5	13.6

Table 6
Analysis of Variance Summary Table of
Student Test Scores by School District, by Year

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects School	278.863	6	46.477	1.544	0.168
Group (Year)	54.118	1	54.118	1.798	0.182
School by Year Interaction	209.950	6	34.992	1.163	0.330
Residual	4092.615	136	30.093		

Table 7
Analysis of Variance
Summary Table of Students' Typing Speed
by School District, by Year

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects School	2313.675	6	385.612	3.089	0.007
Group (Year)	249.969	1	249.969	2.003	0.159
School by Year Interaction	603.615	6	100.602	0.806	0.567
Residual	16851.758	135	124.828		

Table 8
Analysis of Variance Summary Table of
Students' Typing Errors by School District, by Year

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects School	587.296	6	97.880	1.690	0.128
Group (Year)	27.906	1	27.906	0.482	0.489
School by Year Interaction	139.107	6	23.185	0.400	0.878
Residual	7820.609	135	57.930		

In looking at the scores of seniors for the key school for 1980, compared to the control school in 1979, there appears to be very little difference in the performance; with less than one point difference in the test scores and typing speeds. The key school students did do slightly better in terms of typing errors. It is the evaluator's judgment that the student performance testing indicated no real difference in performance among the students from a practical point of view.

Analysis of On-Site Review

This analysis will consist of a review of the 78-79 school year key school site visit data and the 79-80 key school site visit data. This review will be done in light of the quality indicators specified for the program. This chapter will address the following eight areas: (1) quality of instruction, (2) facilities, (3) core curriculum components, (4) optional curriculum, (5) administrative support, (6) instructional units, (7) individualized instruction, and (8) block format. Each area is introduced with general observations and comparisons between this year's and last year's performance. Then a list of judgments are made about the components based upon the standards of quality.

Quality of Instruction

The overall comparison between this year and last year in terms of quality of program is that the 79-80 program is of the same quality as the 78-79 program as perceived by the administration, teachers, and students. There appeared to be about the same impact on student attendance. The students' perception of program quality was virtually the same.

I. Quality of Instruction

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
5.0	5.0	(1) The principal questioned the quality of the BOE Block Program.
		(5) The principal stated the students were receiving quality instruction.
5.0	5.0	(1) The teacher feels the students are not receiving quality instruction.
		(5) The teacher stated the students were receiving instruction of superior quality to that received using the non-block format.
3.0	3.0	(1) The program has had a negative impact on student attendance.
		(5) The program has had a positive impact on student attendance.
5.0	5.0	(1) The students feel they are not receiving quality instruction.
		(5) The students feel they are receiving quality instruction.

Facilities

In reviewing the comments concerning facilities, there were some general improvements to the overall facilities and equipment utilized in the Key School Program. However, the changes were not significant. The following are the evaluator's ratings in terms of facilities. It can be seen that they are rated the same as last year.

II. Facilities

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
4.0	4.5	(1) The room is a typical classroom.
		(5) The room has an office-like atmosphere.

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
4.0	4.0	(1) There are no model office work stations.
		(5) There is a model office with enough work stations to use it for simulation.
5.0	5.0	(1) Supplies are generally not available to students.
		(5) Students have access to adequate supplies.
5.0	5.0	(1) There is no storage for student material, supplies, and equipment.
		(5) There is adequate student supplies and equipment storage.
5.0	5.0	(1) Students could only use the equipment during class under the direct supervision of the teacher.
		(5) Equipment was available to the student at all times during school hours.
4.0	5.0	(1) Students had to wait to use typewriters, calculators, and other commonly used office equipment on a regular basis.
		(5) There was sufficient equipment so students did not have to wait an unreasonable amount of time to use equipment.
4.0	4.0	(1) The equipment was out of date and in poor repair.
		(5) The equipment available to the students was the same quality and condition as one might find in an office.

Core Components

The major component for the program was the utilization of a core curriculum that emphasized the interrelated instructional strategy for various skills and knowledge necessary for business and office occupations.

The core areas are described on the following page.

First Year:

CORE SUBJECTS

Orientation
Care of Machines
Work Priority
Materials Organization
Career Planning
Youth Organization--FBLA
Basic Typing (Review) TY2 100-113
Calculating/Business Machines
Telephone Techniques
Filing
Duplicating Processes
Mail Handling
Job Application & Interview
Listening
Introductory Data Processing
Reference Materials
Spelling/Grammar/Punctuation
Simulation Phase

Second Year:

CORE SUBJECTS

Orientation
Career Planning
Youth Organization--FBLA
Telephone Techniques
Banking
Petty Cash
Business Communications
Human Relations
Consumerism
Travel Arrangements
Job Application & Interview
Simulation/Co-op Phase

It was found that in most cases, the key schools taught all the units in the core area. There seemed to be improvement in the FBLA and student organization activities, however, there was no improvement in the utilization of the Advisory Committee.

It is felt that one of the weakest components of the Key School Program is the utilization of the program advisory committees. The few schools that had strong advisory committees had stronger support from the administration. There was a marked improvement in terms of the number of students involved in FBLA activities of this year to last year. All programs did address the core area suggested in the key school description. No release time was provided to instructors for the development or implementation of the curriculum. There was still concern about teachers being overworked because of the paperwork required for managing the Model Program. Teachers were provided with substitute assistants when they needed to go to key school meetings or in-services pertaining to the program. Overall, the administrative support is judged to be the same this year as it was last year.

III. Core Components

<u>Ratings</u> <u>1979</u>	<u>Ratings</u> <u>1980</u>	
5.0	5.0	(1) The program does not use a core curriculum.
		(5) The program has addressed all core areas suggested in the key school description.
2.0	2.0	(1) There is no advisory committee.
		(5) The program has an active advisory committee.
4.0	5.0	(1) The program has an FBLA chapter on paper, with fewer than 20% of the business and office vocational students as dues-paying members.
		(5) The program has an active FBLA chapter with 80% of the vocational business students enrolled as FBLA members.

Optional Curriculum

The Key School Program was developed to provide students with a wide variety of options and this particular component of the program is one of its major advantages over a traditionally taught business and office program for a small school. Among the options offered were:

Accounting	Advanced Business English
Advanced Calculating	Proofreading & Editing
Advanced Data Processing	Accounting II
Typing-Speed & Accuracy	Legal Typing
Development	Medical Typing
Intermediate Typing	Real Estate
Advanced Typing	Insurance
Refresher Typing	Executive Secretary
ABC Shorthand	Civil Service Training
Machine Transcription	Statistical Typing

It was found that all the programs offered at least three options; shorthand, typing, and accounting. There were some programs that had added options for the students this year. Options were not always taught through individualized or independent instruction. Particularly, options

in shorthand and accounting were still taught in the traditional classroom setting. It was the feeling of the instructor that this instructional strategy for shorthand and accounting was more suited to the content. The following are the evaluator's judgments:

IV. Optional Experiences

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
3.0	4.0	(1) The students are not given individual options.
		(5) The students are provided an opportunity to pursue at least five different options.
5.0	5.0	(1) Options are skill maintenance instructional experiences.
		(5) Options are skill building instructional experiences.

Administrative Support

The extent of the administrative support for the Model Block Program was about the same for this year as for last year. The program did not grow significantly in terms of the number of students in the program. However, teachers felt that they had the support of the administration in obtaining equipment and supplies.

V. Administrative Support

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
4.0	3.5	(1) The school administration does not financially support the BOE Block Program.
		(5) The school administration has invested extra funds into the development of the BOE Block.

<u>Ratings</u> <u>1979</u>	<u>Ratings</u> <u>1980</u>	
1.0	1.0	(1) No release time is provided to develop materials for the Block Program.
		(5) The BOE teacher receives release time to develop instructional material for the block.
5.0	5.0	(1) The BOE teachers were not allowed to attend key school meetings and in-services.
		(5) Substitute teachers have been provided so the BOE teachers could attend all key school meetings and in-services.
4.0	4.0	(1) The vocational BOE teacher has to spend three or more hours a week doing non-vocational education-related activities.
		(5) The vocational BOE teacher was assigned only vocational-related assignments.

Individualized Instructional Units

The key school instructors spent an extensive amount of time editing, revising, and putting into a general format the instructional units to be utilized in the key school program approach. Presently, these units are available for all Colorado vocational instructors through the Colorado State University Vocational Instructional Curriculum Center on a cost recovery basis. This revision and dissemination effort has aided in the utilization of individualized instructional units in each school. The instructional units for this year were not reviewed because of the extensive effort put forth by the State Board for Community Colleges and Occupational Education program supervisors and the key school staff in terms of revising them based upon the recommendations from last year's report. Following is an evaluation of the individualized instructional units in general.

VI. Individualized Instructional Units

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
4.0	5.0	(1) All units had life skill and career awareness objectives.
		(5) All units applied to vocational objectives.
5.0	5.0	(1) Students did not like the units.
		(5) Students used units and felt they were good.
5.0	5.0	(1) No units were available in the basic core areas.
		(5) Units were available for all basic core areas.
3.0	4.0	(1) Units were not available for options.
		(5) Units were available for four or more options.

Individualized Instruction

The program offers the core and some of the options through individualized and independent instruction. Students receive the basic core instruction through individualized instructional units and many students also completed optional areas utilizing instructional units. This is the key strategy for the project. Last year's evaluation found a problem with the administration of the independent instruction. There appeared to be an inadequate and inaccurate management system for providing individualized instruction. The key school staff, along with the State Board for Community Colleges and Occupational Education's BOE supervisors have introduced a student scheduling and grading system to be implemented along with the individualized instructional units. By implementing this standard scheduling and grading system, the key schools have improved their ability to offer individualized instruction. Following are the

evaluator's ratings of the extent of the individualized instruction.

(The units of instruction may be found in Appendix A).

VII. Individualized Instruction

<u>Ratings 1979</u>	<u>Ratings 1980</u>	
5.0	5.0	(1) The students received all basic core instruction in groups.
		(5) The program offered all components of core using individualized units.
3.0	5.0	(1) All students were working on the same core and options.
		(5) All students had an opportunity and were encouraged to progress at their own rate.
4.0	4.5	(1) The students could select only one individualized option.
		(5) The students could select Advanced Typing, Shorthand, Medical, Legal, or Accounting on an individualized basis.
3.0	4.5	(1) There are no uses of model office simulation or cooperative placement as instructional activities.
		(5) The program uses model office simulation projects and cooperative placements to supplement the Block Program.
3.0	5.0	(1) The students were not provided a structured system for managing their program and couldn't choose curriculum units.
		(5) The students were provided with a management system that allowed them to work at their own pace and choose curriculum units to meet their needs.

Block Format

The model for the block format was two consecutively scheduled hours where students generally utilized one period for core curriculum studies and the second for optional areas. The evaluator observed no

significant change in the implementation of the block format from this year to last year. One more school initiated a two consecutive hour block and one school initiated a three hour block in which the students could take any of the two hours. Another school changed their format to provide more flexibility for students. In this instance, the students were required to come to one specific hour and then could enroll in any other hour during the day. It was found that the administrators and teachers felt there were no scheduling problems when utilizing the Block Program. The following are the evaluator's judgments concerning the block format.

VII. Block Format

<u>Ratings</u> <u>1979</u>	<u>Ratings</u> <u>1980</u>	
3.0	3.5	(1) No requirement to take two or more hours of business courses.
		(5) Two or more consecutive hours of instruction.
5.0		(1) Problem with scheduling as seen by two or more of the following groups: teachers, students, and administrators.
		(5) No problem seen in scheduling by teachers, students, or administrators.

Concluding Comments

It is the evaluator's judgment that progress was made in several areas in regard to this year's Model Block Program as contrasted to last year's program. One improvement was the utilization and implementation of student organizations. Student membership appeared to be much higher this year in the key schools versus last year. A second major improvement was in terms of formalizing the units of instruction and developing a dissemination system so that more formal processes are in place for sharing

the material already developed. A third major improvement was the implementation of the student scheduling and grading system. This document, as a guide for teachers, has assisted them greatly in managing and implementing the individualized instruction. The fourth improvement was the extent students were involved in individualized instruction. The 1979-1980 students appeared to have more individualized experiences; students were at different levels and working on different projects. This was not the case in many of the schools reviewed in the 1978-1979 evaluation. Overall, the quality of the program implementation has improved.

Summary and Conclusions

In order to aid the reader, Table 9 summarizes the observations of the evaluator. The initial evaluation design suggested several questions on which the evaluation should focus. The following summary addresses these major evaluation questions in terms of the 1978-1979 evaluation and the 1979-1980 evaluation.

1. To what extent has the program provided a model office?

There was a model office provided at all schools, however, students did not utilize them to the fullest extent. In the 1978-1979 year this utilization was less than for the 1979-1980 school year. There were some model offices that lacked furnishings and some amenities to enhance the office-like atmosphere. However, this year's Model Office Program appeared to have improved the office-like atmosphere of their setting.

2. To what extent is adequate equipment available?

It was found that for both the 1978-1979 and 1979-1980 school years the key schools had excellent equipment.

3. To what extent is equipment utilized?

It appears that for both years, the full-range of equipment available was utilized by the students. The students appeared to have access to all equipment in the business and office area with teacher's approval.

4. To what extent was the site visit to the model school helpful?

In the first year of the Key School Program, teachers were invited to visit Elizabeth High School and attend in-service meetings. The extent of this in-service has diminished somewhat in terms of adaptation of the project. The in-service efforts this year were aimed at improving the individualized instructional units and developing a student scheduling and grading system. It was acknowledged by the teachers, that these meetings and experiences were quite beneficial.

5. What do students think about the program?

A majority of the students expressed satisfaction with the Business and Office Block Program concept. Students' comments and perceptions varied little from the first year key school program evaluation to that of the second year evaluation. An analysis of student responses suggests satisfaction on the part of instruction provided. Many students cited that the skills they were receiving would enable them to gain employment in the area of business and office occupations upon completion of the program. Students seemed to enjoy the individualized and independent mode of instruction and many perceived they gained more from this class than other courses they had taken.

6. Are there scheduling problems?

From the point of view of the teachers, administrators, and students there appeared to be no major scheduling problems. One principal stated this year that he had some problems scheduling in the two-hour block.

In those program areas that use one scheduled hour and a choice of alternate hours, there appeared to be some scheduling advantages.

7. Are there time problems?

It was observed that the only individuals having problems in terms of adequate time were the teachers. There appeared to be some progress made in minimizing the teacher's workload. However, adequate teacher time for implementing the Key School Program is still a concern.

8. Do students receive quality instruction?

The Key school students' scores for 1979-1980 were not significantly different from those of the 1978-1979 key school students. When looking at the typing speed scores among the 1978-1979 key school students and the 1979-1980 key school students and the 1978-1979 control school students, it would appear that the 1978-1979 key school students did have significantly higher typing speeds. This was particularly true for the senior class. However, statistically the difference was not significant. From a practical point of view, it would appear that none of the groups tested had adequate typing skills for obtaining employment through the Civil Service System based upon their criteria. However, there were students in each of the schools and each of the groups that had the required skills for obtaining employment based upon Civil Service standards.

The Model BOE Block Program, in its second year of operation, appeared to show some improvement over the first year. These improvements were in terms of better administrative procedures designed to handle independent and individualized instruction, organized delivery of the individualized instructional units, and more types of actual work experience provided to students.

Weaknesses in this year's program when contrasted with last year's program included: lower student performance on typing speed tests, and fewer students enrolled in the Business and Office Program having a career objective compatible with the training they received.

In general, the evaluation showed no significant difference in the performance of students for this year versus last year's key school and control school students on the Civil Service Test and typing test. The utilization of advisory committees appears to be about the same this year as last year and is in need of improvement. Administrative support, for the most part, is positive for the program. The efficiency and definition of the key school instruction processes have been improved. Still the data indicates no significant differences in student performance that can be attributed to the key school method.

Table 9
Review of Program Characteristics

Program Elements	Model	1	2	3	4	5	6
2-PERIOD BLOCK	X	X	X	X	X	X	X
2 BLOCKS	X	NO	NO	NO	X	NO	X
UNITS FOR CORE AREA	X	X	X	X	X	X	X
UNITS FOR OPTIONS	X	X	X	X	X	NO SHORTHAND	YES LIMITED USE
STUDENT TIME MANAGEMENT	X	X	X	X	X	X	X
INSTRUCTIONAL/CAREER PLANS	X	X	X	X	X	X	X
INDEPENDENT STUDY	X	X	X	X	X	X	X
INDIV INSTR FOR CORE	X	X	X	X	X	X	X
GROUP STUDY/INSTRUCTION			SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND	ACCT, TYP SHORTHAND
CORE SKILL DEVELOPMENT	TYPING CALC	TYPING	TYPING	TYPING CALC	TYPING	TYPING CALC	TYPING CALC
GROUP PROJECTS	NO	X	NO	NO	X	NO	NO
TELEPHONE-IN CLASSROOM	X	X	NO	TELE- RECEIVER	X	X	X
USES CO-OP	NO	X	IN SCHOOL	X	FALL/80	X	X
USES SIMULATION	X	X	NO	X	X	X	X
LAB TIME AVAILABLE TO STD	X	X	X	X	X	X	X
MODEL OFFICE	X	X	X	X	ONE STATION	X	X
PREREQ--(1ST YR TYPING)	X	X	X	X	X	X	X
STD HAVE STATED CAREER OBJECTIVES	X	X	X	X	X	X	X
QUALITY & QUANTITY EQUIP	5	4	4	4	4	4	5
EQUIPMENT IS AVAILABLE	X	X	X	X	X	X	X
SUFFICIENT STORAGE FOR STD	X	X	X	X	X	X	X
SUFFICIENT WORK SPACE	X	X	X	X	X	X	LIMITED
SUPPLIES--(ACCESSIBLE/AVAIL)	X	X	X	X	X	X	X
ADEQUATE REF MATERIALS	X	X	X	X	X	X	X

X = YES

Table 9
(Continued)

Program Elements	Model	1	2	3	4	5	6
ADEQUACY OF STD EVALUATION	X	X	X	X	X	X	X
SCHEDULING PROBLEMS	X	NO	NO	X	NO	NO	X
STUDENT/TEACHER RATIO	12/1	6/1	4/1	14/1	10/1	14/1	20/1
TEACHER(S) ACT WITH FBIA	X	X	X	X	X	X	X
TEACHER(S) ACT WITH ADVISORY COMMITTEE	NO	NO	X	X	X	NO	NO
RELEASE TIME FOR MATL DEV	NO	NO	NO	NO	NO	NO	NO
POSITIVE EFFECT ON STD ATT	X	X	NO	X	NO	NO	X
PEER INSTRUCTION	X	X	X	X	X	NO	X
LIMITED PEER APPRAISAL SYSTEM	X	X	X	X	X	NO	X

APPENDIX A

BOE CURRICULUM
BASED ON
COLORADO BOE PROGRAM CONCEPT

In the spring of 1979, a task force was established by the Business and Office Education staff of the State Board for Community Colleges and Occupational Education. The goal of the task force was to develop a comprehensive program concept for secondary vocational programs in Colorado.

Using results of the Colorado Model Office Exemplary Key School Program and statewide Task Analyses, the task force established minimum guidelines, required units of instruction, and minimum time lines in the program areas of clerical, secretarial, accounting, and data processing.

The instructors from the eight Model Office Exemplary Key Schools developed a number of instructional units to assist in teaching the required units of instruction. They also used materials developed in other states.

The following list of materials are those the Key School personnel feel will assist you in implementing the required units of instruction. If you wish to use any of these materials, please contact:

NOTE: All materials are on a cost-recovery basis

KEY SCHOOLS

Akron High School
Arriba High School
Basalt High School
Bennett High School
Douglas County High School
Elizabeth High School
Summit County High School
UNC Lab School, Greeley

The following Instructional Units are available from Wiley Lewis at Colorado State University on a cost-recovery basis. A complete listing of the units is followed by an additional listing stating the competency and a major textbook required with the instructional unit.

BOE CURRICULUM
BASED ON
COLORADO BOE PROGRAM CONCEPT

UNITS OF INSTRUCTION

- A Program Orientation and Career Planning
 - A-100 Program Orientation
 - A-200 Career Planning
 - A-200A Career Planning

- B Student Leadership Activities
 - B-100 Future Business Leaders of America

- C Typewriting Applications
 - C-100 Basic Typing
 - C-200 Timed Production Problems
 - C-300 Advanced Production Problems
 - C-300A Development of Office Problem Typing Skills
 - C-400 Speed and Accuracy Building
 - C-500 Selectric Typewriter Operations Review
 - C-600 IBM Executive Typewriter

- D Personal and Human Relations
 - D-100 Human Relations

- E Telephone Techniques
 - E-100 Telephone Techniques
 - E-100A Telephoning

- F Mail Processing
 - F-100 Mail Handling

- G Office Machines
 - G-100 Duplicating
 - G-100A Duplicating
 - G-200 Basic Calculating
 - G-200A Basic Calculating
 - G-300 Intermediate Calculating
 - G-400 Advanced Calculating
 - G-400A Advanced Calculating
 - G-500A Transcription Machines (Norelco)
 - G-500B Transcription Machines (Dictaphone)
 - G-500C Transcription Machines (Lanier)

- H Records Management
 - H-100 Filing
 - H-100A Filing

- I Business Math Applications
 - I-100 Basic Business Math
 - I-200 Advanced Business Math
 - I-300 Business Math - Metrics

- J Business English Applications
J-100 Writing/Composition
- K Recordkeeping/Bookkeeping Procedures
K-100 First Semester Accounting I
K-200 Second Semester Accounting I
K-300 First Semester Advanced Accounting
K-400 Second Semester Advanced Accounting
K-600 Payroll
- L Job Development Techniques
L-100 Developing Job Sources
L-200 Civil Service Testing
- M Data Processing Fundamentals
M-100 Data Processing Fundamentals (no hardware)
M-100A Data Processing Fundamentals (with hardware)
M-200 Advanced Data Processing Fundamentals (no hardware)
M-200A Advanced Data Processing Fundamentals (with hardware)
- N Office Management
NO MATERIALS AVAILABLE
- O Simulation
O-100S Freeman, Rosa & Arnold, The Legal Secretary
O-200S Executive Offices of America, The Executive Secretary
O-300T Indio Paper Company
O-400T Liberty Broadcasting Company
O-500T Shadow Mountain Lodge
O-600T Snow Country
O-500S The Receptionist, People's Trust of Little Rock
O-600S Mountain View Office Supplies, Inc., The Accounting Clerk
O-600SA Mountain View Office Supplies, Inc., The Accounting Clerk
- P Cooperative Office Education
NO MATERIALS AVAILABLE
- Q Stenographic Skills--Symbol
Q-100 Automated Gregg Shorthand
Q-100A Stenographic Skills
- R Stenographic Skills--Alphabetic
R-100 ABC Stenoscript--Theory
R-200 ABC Stenoscript--Speed Building
R-300 ABC Stenoscript--Transcription
- S Supplemental Materials
S-100 Survival Skills--Economics
S-200 Survival Skills--Housing

S-300	Survival Skills--Budgeting
S-400	Survival Skills--Food
S-500	Survival Skills--Banking
S-600	Survival Skills--Purchasing an Automobile
S-700	Survival Skills--Buying Clothing
S-800	Survival Skills--Credit

A Program Orientation and Career Planning

IU A-100 PROGRAM ORIENTATION

Competency: The student will understand the vocational program concept

Materials: Clerical Office Procedures, 6th Ed., South-Western

IU A-200 CAREER PLANNING

Competency: The student will become familiar with various business and office careers and give consideration to personal career choices

Materials: Dictionary of Occupational Titles, Government Printing Office

IU A-200A CAREER PLANNING

Competency: The student will become familiar with various business and office careers and give consideration to personal career choices

Materials: Careers in Focus, South-Western
Timed Writing About Careers, 2nd Edition, South-Western

B Student Leadership Activities

IU B-100 FUTURE BUSINESS LEADERS OF AMERICA

Competency: The student will become familiar with Future Business Leaders of America

Materials: State and National FBLA Handbooks

C Typewriting Applications

IU C-100 BASIC TYPING

Competency: The student will demonstrate basic typewriter knowledge and proficiency

Materials: Century 21 Typewriting, South-Western, 1972
Gregg Reference Manual, Gregg/McGraw-Hill, 1978

IU C-200 TIMED PRODUCTION PROBLEMS

Competency: The student will increase his/her ability to complete production work accurately and efficiently

Materials: Century 21 Typewriting, South-Western, 1972
(achievement tests)

IU C-300 ADVANCED PRODUCTION PROBLEMS

Competency: The student will continue to increase his/her ability to complete production work accurately and efficiently

Materials: Century 21 Typewriting, South-Western, 1972

IU C-300A DEVELOPMENT OF OFFICE PROBLEM TYPING SKILLS

Competency: The student will apply and develop skill in typing letters, tables, forms, fluid masters, stencils, and will increase overall speed and accuracy

Materials: Century 21 Typewriting, South-Western, 1972

IU C-400 SPEED AND ACCURACY BUILDING

Competency: The student will increase speed while maintaining accuracy

Materials: Typewriting Drills for Speed and Accuracy, 4th Edition, McGraw-Hill

IU C-500 SELECTRIC TYPEWRITER OPERATIONS REVIEW

Competency: The student will become familiar with the operational parts of an IBM Selectric typewriter

Materials: IBM Selectric Operating manual

IU C-600 IBM EXECUTIVE TYPEWRITER

Competency: The business student will be able to proficiently use the Executive Typewriter and be able to understand the proportional spacing concept.

Materials: IBM selectric Executive Typewriter Short Course Manual

D Personal and Human Relations

IU D-100 HUMAN RELATIONS

Competency: The student will recognize the extreme importance of getting along with co-workers and increase his/her awareness of personality factors important in attaining success.

Materials: Applied Secretarial Practice, McGraw-Hill, 1968

Personality Development for Business, 4th Edition, South-Western Pub. Co., 1973

Working at Human Relations, McGraw-Hill, 1977 (plus accompanying cassette)

Personal Psychology for Life and Work, McGraw-Hill, 1976

Typewriting Drills for Speed and Accuracy, McGraw-Hill, 1976

Today's Secretary, April 1978

Today's Secretary, January 1979

E Telephone Techniques

IU E-100 TELEPHONE TECHNIQUES

Competency: The business student will understand the importance of the telephone in the business office and will develop the necessary telephone techniques to efficiently receive and place business calls.

Materials: Clerical Office Procedures, 6th Edition, South-Western

IU E-100A TELEPHONING

Competency: The business student will understand the importance of the telephone in the business office and will develop the necessary telephone techniques to efficiently receive and place business calls.

Materials: Clerical Office Procedures, 6th Edition, South-Western
Century 21 Typewriting, South-Western
Personality Development for Business, South-Western

F Mail Processing

IU F-100 MAIL HANDLING

Competency: The student will apply and develop skills in handling incoming and outgoing mail.

Materials: Clerical Office Procedures, 6th Edition, South-Western

G Office Machines

IU G-100 DUPLICATING

Competency: The student will learn how to reproduce materials using various duplicating machines and processes.

Materials: Clerical Office Procedures, 5th Edition, South-Western

IU G-100A DUPLICATING

Competency: The student will learn how to reproduce materials using various duplicating machines and processes.

Materials: Clerical Office Procedures, 6th Edition, South-Western
Duplicating Machine Processes, South-Western

IU G-200 BASIC CALCULATING

Competency: The learner will operate calculating machines and apply business mathematics.

Materials: Office Machines Course, 4th Edition, South-Western Publishing Company

IU G-200A BASIC CALCULATING

Competency: The learner will operate calculating machines and apply business mathematics.

Materials: Today's Basic Business Mathematics Through Electronics, Litton Business Systems, Inc.
Monroe Rythmatic Touch, Monroe

IU G-300 INTERMEDIATE CALCULATING

Competency: The learner will operate calculating machines and apply business mathematics.

Materials: Office Machines Course, 4th Edition, South-Western
Secretarial Office Procedures, 9th Edition, South-Western

IU G-400 ADVANCED CALCULATING

Competency: The learner will operate calculating machines and apply business mathematics.

Materials: Machine Office Practice (practice set), 1971, South-Western

IU G-400A ADVANCED CALCULATING

Competency: The student will develop speed and accuracy in operating office calculators, and will be able to use machines to complete a variety of business mathematics jobs.

Materials: Machine Office Practice (practice set), 1971, South-Western

IU G-500A TRANSCRIPTION MACHINES (Norelco)

Competency: The student will perform stenographic activities by machines with 95% accuracy.

Materials: Norelco Machine Transcription Manual
Clerical Office Procedures, 6th Edition, South-Western

IU G-500B TRANSCRIPTION MACHINES (Dictaphone)

Competency: The student will perform stenographic activities by machine with 95% accuracy

Materials: Dictaphone Secretarial Practice Course
Clerical Office Procedures, 5th Edition, South-Western

IU G-500C TRANSCRIPTION MACHINES (Lanier)

Competency: The business student will develop word processing skills using dictating/transcribing equipment to produce mailable copy from recorded material.

Materials: Secretarial Office Procedures, 8th Edition, South-Western Publishing Company
Lanier Transcription Course

H Records Management

IU H-100 FILING

Competency: The business student will learn the importance of records management, including how to establish and utilize various filing systems.

Materials: Business Filing and Records Control, 4th Edition, South-Western
Office Filing Procedures practice set, 4th Edition, South-Western

IU H-100A FILING

Competency: The student will maintain files and libraries with 100% accuracy

Materials: Clerical Office Procedures, 5th Edition, South-Western

I Business Math Applications

IU I-100 BASIC BUSINESS MATH

Competency: The business student will review basic arithmetic skills of addition, subtraction, multiplication, and division with emphasis placed on the use of dollar amounts.

Materials: Self-contained

IU I-200 ADVANCED BUSINESS MATH

Competency: The business student will review advanced arithmetic skills of fractions, percents, and business applications with emphasis placed on the use of dollar amounts.

Materials: Self-contained

IU I-300 BUSINESS MATH - METRICS

Competency: The learner will apply business mathematics.

Materials: Think Metric, South-Western Publishing Co.

J Business English Applications

IU J-100 WRITING/COMPOSITION

Competency: The student will demonstrate the ability to compose and type clear, concise business letters on various topics.

Materials: None

K Recordkeeping/Bookkeeping Procedures

IU K-100 FIRST SEMESTER ACCOUNTING I

Competency: The business student will learn the fundamental accounting equation and theory of debits and credits and apply them in accounting problems.

Materials: Century 21 Accounting, 2nd Edition,
South-Western Publishing Co., 1977

IU K-200 SECOND SEMESTER ACCOUNTING I

Competency: The business student will extend understanding of accounting procedures.

Materials: Century 21 Accounting, 2nd Edition,
South-Western Publishing Co., 1977

IU K-300 FIRST SEMESTER ADVANCED ACCOUNTING

Competency: The business student will become familiar with and obtain entry-level accounting job skills.

Materials: Century 21 Accounting-Advanced Course, 2nd
Edition, South-Western, 1978

IU K-400 SECOND SEMESTER ADVANCED ACCOUNTING

Competency: The business student will study cost accounting systems, accrual and cash accounting, budget control, management-related decisions, and demonstrate mastery of this knowledge by the successful completion of one or more business simulations.

Materials: Century 21 Accounting-Advanced Course, 2nd
Edition, South-Western, 1978

IU K-600 PAYROLL

Competency: The business student will learn payroll procedures.

Materials: Pegboard Payroll System Simulation, South-
Western Publishing Company

L Job Development Techniques

IU L-100 DEVELOPING JOB SOURCES

Competency: The student will prepare a letter of application and a personal resume in an acceptable form, complete an application form with 100 percent accuracy, and complete an actual job interview.

Materials: Clerical Office Procedures, Fifth Edition,
South-Western Publishing

Overhead transparencies, "Letter of Application," "Personal Resume," Filling Out an Application Form," and "Follow-Up Letters"

Overhead projector and screen

Cassette recorder

Cassettes, "Letter of Application," "Personal Resume," "Filling Out an Application Form," and "Follow-Up Letters"

Today's Secretary, March 1977 and March 1978

IU L-200 CIVIL SERVICE TESTING

Competency: The student will prepare for taking the Civil Service Tests by taking similar tests and reaching minimum Civil Service standards.

Materials: Intensive Clerical and Civil Service Training, Fifth Edition, South-Western Publishing Co.
Key to Workbook for Greg Dictation and Introductory Transcription, Series 90, McGraw-Hill Publishing Co.
Shorthand Dictation tapes at 90 wpm

M Data Processing Fundamentals

IU M-100 DATA PROCESSING FUNDAMENTALS (NO HARDWARE)

Competency: The student will demonstrate a basic understanding of how information is processed in an office and become familiar with the media and machines used.

Materials: Clerical Office Procedures, 5th Edition, South-Western

IU M-100A DATA PROCESSING FUNDAMENTALS (WITH HARDWARE)

Competency: The student will demonstrate a basic understanding of how information is processed in an office and become familiar with the media and machines used.

Materials: Century 21 Accounting, 1972, South-Western

IU M-200 ADVANCED DATA PROCESSING FUNDAMENTALS (NO HARDWARE)

Competency: The student will learn how to use the tools of automation to develop a working knowledge of data processing in the office.

Materials: Introductory Data Processing, 2nd Edition, South-Western (Practice Set)

IU M-200A ADVANCED DATA PROCESSING FUNDAMENTALS (WITH HARDWARE)

Competency: The student will demonstrate how to enter, run and store programs utilizing BASIC computer language.

Materials: Radio Shack TRS-80 Micro Computer System and Manual

N Office Management

NO MATERIALS AVAILABLE

O Simulation

IU O-300T INDIO PAPER COMPANY

Competency: The business student will demonstrate the ability to type various assignments such as

letters, memos, purchase requisitions, purchase orders, customer orders, invoices and reports.

Materials: Indio Paper Company, practice set, 1974, South-Western

IU 0-400T LIBERTY BROADCASTING COMPANY

Competency: The business student will experience setting priorities, making appointments, completing business forms, composing letters, and general office duties.

Materials: Liberty Broadcasting Company, practice set, 1980, South-Western

IU 0-500T SHADOW MOUNTAIN LODGE

Competency: The student will demonstrate the ability to type all types of business documents, manage work flow, schedule activities by priority, meet deadlines, and develop typing skill to meet the demands of an office situation.

Materials: Shadow Mountain Lodge, practice set, 1978, McGraw-Hill
Century 21 Typewriting, 1972, South-Western

IU 0-600T SNOW COUNTRY

Competency: The student will demonstrate the ability to type various types of business documents, do calculations, prepare statistical reports, fill out forms, and develop typing skill to meet the demands of an office situation.

Materials: Snow Country, practice set, 1974, South-Western
Century 21 Typewriting, 1972, South-Western

IU 0-100S FREEMAN, ROSA, & ARNOLD, THE LEGAL SECRETARY

Competency: The student will gain experience in setting priorities and organizing work, preparing legal documents, completing forms, processing office correspondence, composing letters, keeping files, posting and preparing statements, and keeping and appointment calendar as they pertain to a legal office.

Materials: Freeman, Rosa, & Arnold, The Legal Secretary, practice set, 1977, South-Western

IU 0-200S EXECUTIVE OFFICES OF AMERICA, THE EXECUTIVE SECRETARY

Competency: The student will gain experience in setting priorities, processing correspondence, making appointments, completing business forms, keeping accurate and complete records, composing letters, using reference materials, checking information, operating various business machines, and filing as they pertain to

the position of an executive secretary in a firm.

Materials: Executive Offices of America, practice set, 1975, South-Western

IU O-500S THE RECEPTIONIST-PEOPLE'S TRUST OF LITTLE ROCK

Competency: The student will gain experiences in making decisions, setting priorities, following instructions, handling various situations, completing forms, answering telephone calls, checking information, typing and composing correspondence, and understanding the functions of a bank as they pertain to the position of receptionist.

Materials: People's Trust of Little Rock, practice set, 1978, South-Western

IU O-600S MOUNTAIN VIEW OFFICE SUPPLIES, INC., THE ACCOUNTING CLERK

Competency: The student will learn to plan work schedules, budget time, become familiar with new business forms, develop accuracy, and increase and refine skills in accounting, typing, checking, filing, proofreading, machine calculation as these jobs pertain to the position of an accounting clerk in an office.

Materials: Mountain View Office Supplies, Inc., The Accounting Clerk, practice set, 1977, South-Western

IU O-600SA MOUNTAIN VIEW OFFICE SUPPLIES, INC., THE ACCOUNTING CLERK

Competency: The business student will learn to plan a work schedule, budget time, work with various business forms, develop accuracy, increase and refine skills in accounting, typing, checking, filing, proofreading and machine calculation.

Materials: Mountain View Office Supplies, Inc., The Accounting Clerk, practice set, 1977, South-Western

P Cooperative Office Education

NO MATERIAL AVAILABLE

Q Stenographic Skills - Symbol

IU Q-100 AUTOMATED INSTRUCTION GREGG SHORTHAND

Competency: The student will develop an understanding of the Gregg shorthand system and be able to apply that understanding to the office situation.

Materials: Automated Instruction Shorthand, Random House, 1974

R Stenographic Skills - Alphabetic

IU R-100 ABC STENOSCRIP - THEORY

Competency: The student will be able to take and transcribe dictated material at 50 wpm with 95% accuracy.

Materials: ABC Stenoscript Text Workbook

IU R-200 ABC STENOSCRIP - SPEED BUILDING

Competency: The student will be able to take and transcribe dictated material at 70 wpm with 95% accuracy.

Materials: Dictation Tapes 50-100 wpm speed range

IU R-300 ABC STENOSCRIP - TRANSCRIPTION

Competency: The student will be able to take and transcribe dictated material at 80 wpm with 95% accuracy.

Materials: Dictation Tapes 80-100 wpm speed range

S Supplemental Materials

IU S-100 SURVIVAL SKILLS - ECONOMICS

Competency: The student will understand basic characteristics of the free enterprise system.

Materials: Free Enterprise in America, 1977, Harcourt, Brace, Jovanovich

IU S-200 SURVIVAL SKILLS - HOUSING

Competency: The student will become familiar with various types housing.

Materials: None

IU S-300 SURVIVAL SKILLS - BUDGETING

Competency: The student will identify the functions of a budget and prepare a budget based upon a given income.

Materials: None

IU S-400 SURVIVAL SKILLS - FOOD

Competency: The student will identify the value of good nutrition to his total well being and the elements included in meal planning.

Materials: None

IU S-500 SURVIVAL SKILLS - BANKING

Competency: The business student will develop an understanding of the flow of money--currency and checks--and will learn about the various services offered by banks--checking, savings and installment loans.

Materials: You and Your Community Bank booklet, Colorado Council on Economic Education
The Story of Checks, Federal Reserve Bank of New York
The Story of Money, Federal Reserve Bank of New York

IU S-600 SURVIVAL SKILLS - PURCHASING AN AUTOMOBILE

Competency: The student will analyze automobile sales and services.

Materials: None

IU S-700 SURVIVAL SKILLS - BUYING CLOTHING

Competency: The student will learn to select and purchase clothing intelligently.

Materials: None

IU S-800 SURVIVAL SKILLS - CREDIT

Competency: The student will understand the wise use of credit.

Materials: How to Have Everything You Always Wanted booklet

The following are additional recommended materials available through Wiley Lewis at Colorado State University. These materials are self-contained units and would be useful as instructional resources in the Colorado BOE Program Concept. A guide to abbreviations, codes, etc., follows.

A Program Orientation and Career Planning

TX 14.000 (Volume 2) Unit I - Preparing for a Job Interview

Competency: The student should be able to discuss office positions available, apply for an office position, role-play an interview, and accurately complete a Social Security number application.

B Student Leadership Activities

CO Guide to Integrating FBLA Into the Curriculum

C Typewriting Applications

TX 14.0900 (Volume 3) Unit I - Refining Typing Techniques

Competency: The student will be able to explain typewriter basics; explain the performance inventory dealing with number and symbol expression, capitalization, punctuation, setting margins, centering, and word division; and discuss typewriter safety and maintenance.

TX 14.0900 (Volume 3) Unit II - Correcting Originals and Carbon Copies

Competency: The student will be able to demonstrate the proper way to correct errors on original copies and carbon copies, assemble carbon packs, and align copy.

TX 14.0900 (Volume 3) Unit III - Typing Outlines

Competency: The student will be able to differentiate between the two types of outlines; give the purposes of outlines; explain the margins, headings, and spacing used in outlines; and type outlines.

TX 14.0900 (Volume 3) Unit IV - Typing Business Forms

Competency: The student will be able to apply "information on typing forms"; identify true statements that deal with typing shipping forms; list and discuss the various types of money forms; match statements on typing order and billing forms; and demonstrate the ability to type shipping, money, order, billing, and miscellaneous forms.

TX 14.0900 (Volume 3) Unit V - Business Letters and Envelopes

Competency: The student will be able to identify four major styles of business letters, type mailable copies of these styles, as well as type two-page letters with special features, and demonstrate the ability to use small, large, or window envelopes for appropriate letters.

TX 14.0900 (Volume 3) Unit VIII - Typing Manuscripts

Competency: The student will be able to identify proper spacing and margins, and explain how to type page numbers, title pages, footnotes, bibliographies, and tables of contents in manuscripts with side binding and top binding.

TX 14.0900 (Volume 3) Unit X - Typing Legal Documents

Competency: The student will be able to define terms related to legal documents; discuss how to type legal correspondence; and type a land description, subpoena, will, and partnership document.

TX 14.0900 (Volume 3) Unit XI - Typing Statistical Forms

Competency: The student will be able to type statistical forms, which will include tables, business letters with tables, accounting reports, and other reports.

SC IV-I Typing Tabulated Materials

Competency: The student will learn to type tabular copy (such as balance sheet, income statement, tax return, bid, budget) from two types of edites, rough-draft copy.

D Personal and Human Relations

OK BSL 1-A Unit I - Human Relations and Self-Improvement

Competency: The student should be able to analyze and improve upon his/her personality and relationships with other people.

OK BSL 71-A Unit II - Relationships With Other People

Competency: The student should be able to state work rules and develop characteristics that would help him/her get along with people in a working environment.

OK BSL 95-A Unit III - Coping With Problems

Competency: The student should be better able to cope with problems--making adjustments, recognizing levels of human needs, and overcoming fears.

E Telephone Techniques

TX 14.0400 (Volume 2) Unit III - Telephone Communications

Competency: The student will be able to demonstrate in role-play situations the ability to correctly handle incoming calls, place both local and long distance calls, and use the telephone directory.

F Mail Processing

TX 14.0303 (Volume 1) Unit XVII - Handling Incoming & Outgoing Mail

Competency: The student will be able to define terms associated with mailing procedures, describe mailing equipment, explain procedures for handling incoming and outgoing mail, and identify postal pamphlets and publications.

AZ 4.04.01.01 (Part II) - Check Outgoing Mail

Competency: The student will be able to correctly identify those letters which are mailable by checking to see if the letters are signed, enclosures are included, and addresses typed correctly on both the letter and the envelope.

AZ 4.04.01.01 (Part II) - Fold and Insert Mail into Envelopes

Competency: The student will demonstrate how to fold and insert documents properly into small, large, and window envelopes to your instructors satisfaction.

AZ 4.04.01.03 (Part II) - Seal Envelopes

Competency: The student will demonstrate the proper method of handling and sealing envelopes.

AZ 4.04.01.04 (Part II) - Use a National ZIP Code Directory to Obtain ZIP Codes

Competency: The student will use the National ZIP Code Directory to obtain the ZIP Codes of ten given locations with 100% accuracy.

AZ 4.04.01.05 (Part II) - Apply Classification of Mail and Special Postal Services

Competency: The student will be able to determine classifications of mail and determine special postal services required for specified mailing situations.

G Office Machines

TX 14.0303 (Volume 1) Unit XIII - Operating the Fluid Duplicator

Competency: The student will be able to select proper master units, type legible uniform masters, and operate the fluid duplicator.

TX 14.0303 (Volume 1) Unit XIV - Operating the Stencil Duplicator

Competency: The student will be able to identify the parts of a stencil, type legible, uniform stencil; use an illuminated drawing board (mimeoscope) to produce artistic work on a stencil; and operate the mimeograph machine (stencil duplicator) efficiently.

TX 14.0303 (Volume 1) Unit XV - Operating the Offset Duplicator

Competency: The student will be able to define terms related to the offset process, identify the offset systems, list advantages and disadvantages of using the offset, and demonstrate the ability to prepare and process the offset duplicator.

TX 14.0303 (Volume 1) Unit XVI - Operating the Transcribing Machines

Competency: The student will be able to differentiate between the types of dictating-transcribing machines, list the advantages and disadvantages of transcribing machines, and operate a transcribing machine.

H Records Management

TX 14.0302 (Volume 1) Unit I - Indexing, Alphabetizing, and Filing Personal Names

Competency: The student will be able to define indexing terminology; cite rules for indexing, coding, and arranging personal names in alphabetic order; and type index cards for filing.

TX 14.0302 (Volume 1) Unit II - Indexing, Alphabetizing, and Filing Business Names

Competency: The student will be able to discuss, explain, and state rules pertaining to business names; index, alphabetize, and file business names; and cross-reference where necessary.

TX 14.0302 (Volume 1) Unit III - Indexing, Alphabetizing and Filing Organization Names

Competency: The student will be able to identify, select, and list rules pertaining to organization names; index alphabetize, and file organization names; and cross-reference where necessary.

TX 14.0302 (Volume 1) Unit IV - Labeling and Positioning File Folders and Guides

Competency: The student will be able to match filing terms with definitions, differentiate between guides and folders, and correctly label and position folders and guides within a file drawer.

TX 14.0302 (Volume 1) Unit V - Establishing an Alphabetic Correspondence Filing System

Competency: The student should be able to state the importance of establishing an alphabetic correspondence filing system, arrange in sequence the steps involved in handling incoming correspondence, and demonstrate the steps involved in the process of filing correspondence.

TX 14.0302 (Volume 1) Unit VI - Utilizing Charge-Out and Follow-Up Systems in Filing

Competency: The student will be able to cite the purpose of charging-out and following-up, identify materials and equipment used, and demonstrate the ability to carry out the steps involved in a charge-out and follow-up system.

TX 14.0302 (Volume 1) Unit VII - Filing Material By Subject

Competency: The student will be able to match terms on subject filing with their definitions; discuss the purposes of subject files; explain combination subject files, alphabetic subject files, numeric subject files; and differentiate between advantages and disadvantages of subject filing.

TX 14.0302 (Volume 1) Unit VIII - Filing Materials Numerically

Competency: The student will be able to match terms associated with filing materials numerically to the correct definition, discuss the advantages and disadvantages of numeric filing, explain the basic features of a numeric file, list the steps in numeric filing, and file correspondence numerically.

TX 14.0302 (Volume 1) Unit IX - Filing Materials Geographically

Competency: The student will be able to cite advantages and disadvantages in geographic filing, determine geographic filing divisions, arrange a file drawer geographically, and file materials geographically.

AZ 4.02.01 (Part II) - Organize and Maintain a Filing System

Competency: The student will learn the purpose, procedures and methods of keeping records.

AZ 4.02.02 (Part II) - File Surnames

Competency: The student will be able to correctly file surnames alphabetically.

AZ 4.02.03 (Part II) - Index and Alphabetize Individual Names

Competency: The student will be able to index and alphabetize names including first, middle and surnames.

AZ 4.02.04 (Part II) - Alphabetize Lone Surnames or Surnames With First Name Initials

Competency: The student will be able to index and alphabetize surnames, with or without first names and middle initials.

AZ 4.02.05 (Part II) - Alphabetize Surname Prefixes

Competency: The student will be able to correctly index and alphabetize surnames that have prefixes.

AZ 4.02.06 (Part II) - Alphabetize Individual Names Containing Titles or Degrees

Competency: The student will be able to index and alphabetize names with titles or degrees and identical names with different titles.

AZ 4.02.07 (Part II) - Alphabetize Firm Names

Competency: The student will be able to index and alphabetize firm names containing a complete name, firm names containing the minor word 'the', and firm names containing foreign prefixes or hyphens.

AZ 4.02.08 (Part II) - Alphabetize Individual and Business Names Containing an Apostrophe

Competency: The student will be able to index and alphabetize names showing possession, in their proper order.

AZ 4.02.09 (Part II) - Cross-Reference and Alphabetize Individual and Firm Names

Competency: The student will be able to determine what records need to be cross-referenced and correctly alphabetize and file cross-reference cards.

AZ 4.02.10 (Part II) - Alphabetize Abbreviations and Single Letters Used in Individual Names and Firm Names

Competency: The student will correctly index and alphabetize abbreviations and single letters used in individual and/or firm names.

AZ 4.02.11 (Part II) - Alphabetize Firm Names Containing Conjunctions, Prepositions and Firm Endings

Competency: The student will be able to index and alphabetize firm names that contain words such as and, in, for, of, etc., or firm endings such as LTD, Corp., Co., Inc., etc.

AZ 4.02.12 (Part II) - Alphabetize Firm Names Containing Words That May Be Written as One or Two Words

Competency: The student will demonstrate the correct way to index and alphabetize the names of business firms that contain words that may be written as one or two words.

AZ 4.02.13 (Part II) - Alphabetize Names of Firms Beginning With Compound Names of Cities or States

Competency: The student will be able to demonstrate the correct way to index and alphabetize the names of business firms beginning with compound names of cities or states.

AZ 4.02.14 (Part II) - Alphabetize Firm Names that Contain a Number

Competency: The student will demonstrate the correct way to index and alphabetize firm names that contain a number.

AZ 4.02.15 (Part II) - Alphabetize Identical Firm Names by their Addresses

Competency: The student will be able to index and alphabetize identical firm names by their addresses.

AZ 4.02.16 (Part II) - Alphabetize Names of Married Women

Competency: The student will be able to correctly index, alphabetize, and cross-reference names of married women.

AZ 4.02.17 (Part II) - Alphabetize Bank Names

Competency: The student will be able to index and alphabetize bank names accurately.

AZ 4.02.18 (Part II) - Apply Alphabetizing Rules

Competency: The student will be able to correctly apply all the filing rules for indexing and alphabetizing.

AZ 4.02.19 (Part II) - File Using the Consecutive Numeric Filing System

Competency: The student will be able to arrange material using the consecutive numeric filing system, including alphabetic and numeric prefixes.

AZ 4.02.20 (Part II) - Identify and Explain the Use of Filing Equipment

Competency: The student will be able to identify and/or explain the use of basic filing equipment.

AZ 4.02.21 (Part II) - Identify and Explain the Use of Filing Supplies

Competency: The student will be able to identify and/or explain the use of basic filing supplies.

AZ 4.02.22 (Part II) - Store Documents in Files

Competency: The student will be able to correctly place a given set of coded documents in files.

AZ 4.02.23 (Part II) - Define Transfer and Storage Procedure

Competency: The student will be able to define transfer and storage procedures.

I Business Math Applications

TX 14.0303 (Volume 1) Unit X - Computing Routine Math Transactions

Competency: The student will be able to add, subtract, multiply, and divide whole numbers, numbers containing decimals, and fractional numbers.

TX 14.0303 (Volume 1) Unit XI - Operating the 10-Key Adding Machine

Competency: The student will be able to demonstrate the ability to operate the 10-key adding machine with speed and accuracy using the touch system to compute simple to complex mathematical problems.

TX 14.0303 (Volume 1) Unit XII - Operating the Electronic Calculator

Competency: The student will be able to demonstrate the ability to operate the electronic calculator with speed and accuracy while using the touch system to compute simple to complex mathematical problems.

J. Business English Applications

TX 14.0400 (Volume 2) Unit IV - Composing Written Communication

Competency: The student will be able to identify different types of written communication, exercise human relations while utilizing planning and composing techniques, and compose drafts of business communication using acceptable standards of English.

TX 14.0700 (Volume 2) Unit II - Incorporating Business English in Written and Oral Communications

Competency: The student will be able to incorporate business English in written and oral communications by discussing points in using words and word references, by identifying ways to increase listening and reading ability, and by discussing the psychology of effective communication.

AZ 4.05.01 (Part II) - Identify Complete Sentences

Competency: The student will be able to identify subjects, verbs, nouns, pronouns, and complete sentences.

AZ 4.05.02 (Part II) - Apply Major Punctuation Rules

Competency: The student will apply punctuation rules to typing for the period, question mark, exclamation point, semicolon, colon and comma.

AZ 4.05.03 (Part II) - Apply Minor Punctuation Rules

Competency: The student will apply punctuation rules to typing for quotations, apostrophes, parentheses, dashes, hyphens, and underscores.

AZ 4.05.04 (Part II) - Apply Capitalization Rules

Competency: The student will be able to apply capitalization rules.

AZ 4.05.05 (Part II) - Use a Dictionary

Competency: The student will be able to find the correct spelling of words in a dictionary and list eight types of information found in the dictionary.

AZ 4.05.06 (Part II) - Apply Spelling Rules

Competency: The student will be able to apply spelling rules and formulate plurals of words.

AZ 4.05.07 (Part II) - Spell Common Business Words Correctly

Competency: The student will be able to spell 500 common business words with 100% accuracy.

K Recordkeeping/Bookkeeping Procedures

TX 14.0303 (Volume 1) Unit XIX - Handling the Petty Cash Fund

Competency: The student will be able to state the purpose for establishing and the procedure used in handling a petty cash fund.

OK BSL 1-B Unit I - Opening Checking Accounts

Competency: The student should be able to open checking accounts.

OK BSL 85-B Unit II - Opening Savings Accounts and Time Deposits

Competency: The student should be able to open savings accounts and time deposits.

WV 80/AC-II Accounting II

Competency: The student will become familiar with accounting at the advanced level (complete 1-year course)

SC IV-K Completing Purchase Invoices

Competency: The student will be able to complete a purchase invoice given a valid purchase requisition, vendor date, and blank invoice.

SC IV-J Recording Discounts Allowable On Invoices

Competency: The student will be able to record the allowable discounts accurately from a given customer invoices, sales invoices, and necessary journals and ledgers.

SC VI-G Recording Accounting Entries Pertaining to Notes and Interest

Competency: The student will be able to record at least 10 out of 13 entries pertaining to notes and interest without error.

SC VI-J Recording Accounting Entries Pertaining to Sales Tax

Competency: The student will be able to make all the required accounting entries pertaining to sales tax from cash register tapes, sales slips, sales journals, cash receipts journal, general ledger and accounts receivable ledger.

L. Job Development Techniques

TX 14.0000 (Volume 2) Unit I - Preparing For a Job Interview

Competency: The student should be able to discuss office positions available, apply for an office position, role-play an interview, and accurately complete a Social Security number application.

M Data Processing Fundamentals

NONE

N Office Management

TX 14.0303 (Volume 1) Unit III - Selecting and Purchasing Supplies

Competency: The student should be able to match terms with their definitions; list the features of bond paper, select appropriate second sheets, cite carbon paper features, explain typewriter ribbon features, discuss correction supplies; list miscellaneous supplies; and select and purchase supplies for an office situation.

TX 14.0700 (Volume 2) Unit IV - Locating and Utilizing Standard Sources of Information

Competency: The student will be able to locate, gather, and identify standard sources of information; such as dictionaries, directories, newspapers and periodicals, shipping and postal guides, biographic references, financial data, and others.

TX 14.0700 (Volume 2) Unit IV - Planning and Organizing Work Activities

Competency: The student will be able to cite the essential elements involved in managing time by organizing, prioritizing, and arranging work schedules.

TX 14.0700 (Volume 2) Unit V - Performing Personnel Activities
Following Company Procedure

Competency: The student will be able to perform personnel activities such as writing job descriptions, recruiting workers, screening applicants, introducing new workers to the company, handling friction, and evaluating employees.

TX 14.0700 (Volume 2) Unit VI - Maintaining Employers' Personal Records

Competency: The student will be able to define terms associated with checking accounts, stock market trading, and stocks and bonds; explain secretaries' responsibility to employers' checking and investment and insurance records; and list the deduction records which should be kept in tax files.

TX 14.0700 (Volume 2) Unit VII - Making Travel Arrangements

Competency: The student will be able to plan business trips, make all travel arrangements, prepare a trip expense report, and organize and type the itinerary.

TX 14.0700 (Volume 2) Unit VIII - Organizing Staff Meetings, Conferences, and Conventions

Competency: The student should be able to plan and organize a meeting, prepare an agenda, invite special guests, make hotel reservations, prepare announcements and news releases, and complete follow-up functions.

TX 14.0400 (Volume 2) Unit I - Meeting and Greeting Callers

Competency: The student will be able to communicate effectively with office callers and staff, to classify office callers and to conduct all communications using acceptable office procedures.

TX 14.0400 (Volume 2) Unit II - Handling Appointments

Competency: The student will be able to list information needed in making appointments, choose correct answers regarding scheduling and canceling appointments, discuss the proper use of calendars, identify the types of calendars, and state important reasons for reminding the employer of appointments.

0 Simulation

NONE

P Cooperative Office Education

OK BSL 175-B Unit III - Customer Service (Bank Work Station)

Competency: The student should be able to reorder checks, reconcile bank statements, place stop payments on checks, and make address changes.

OK BSL 293-B Unit IV - Proof Operations (Bank Work Station)

Competency: The student should be able to identify parts and basic components of the NCR 775 proof system and match operational functions of the NCR 775 proof system to the purposes.

OK BSL 391-B Unit V - Bookkeeping (Bank Work Station)

Competency: The student should be able to route checks through the bank collection system.

OK BSL 469-B Unit VI - Fundamentals of Teller Operations (Bank Work Station)

Competency: The student should be able to handle cash, detect counterfeit money, recognize portraits on money, strap currency and roll coin, and list bank security and alarm systems.

OK BSL 517-B Unit VII - Cashing, Issuing, and Accepting Checks (Bank Work Station)

Competency: The student should be able to cash checks for depositors as well as nondepositors.

OK BSL 571-B Unit VIII - Teller Operations (Bank Work Station)

Competency: The student should be able to identify parts of Burroughs and NCR teller machines and complete transactions of a paying and receiving teller.

Q Stenographic Skills - Symbol

TX 14.0700 (Volume 2) Unit I - Taking Dictation in Shorthand and Transcribing

Competency: The student will be able to define terms associated with dictation and transcription, identify basic elements in shorthand, utilize secretarial reference materials, and transcribe from dictation taken in shorthand.

R Stenographic Skills - Alphabetic

TX 14.0700 (Volume 2) Unit I - Taking Dictation in Shorthand and Transcribing

Competency: The student will be able to define terms associated with dictation and transcription, identify basic elements in shorthand, utilize secretarial reference materials, and transcribe from dictation taken in shorthand.

S Supplemental Materials

WV Modules 01-08 - Legal Secretary

Competency: The student will learn to perform the various duties expected of a legal secretary such as receptionist duties, clerical, bookkeeping, filing, dictation duties, and the preparation of court documents.

OK BSL 1-B Unit I - Opening Checking Accounts

Competency: The student should be able to open checking accounts.

OK BSL 85-B Unit II - Opening Savings Accounts and Time Deposits

Competency: The student should be able to open savings accounts and time deposits.

GUIDE TO NAME CODES

AZ - Arizona

Clerk-Typist (Bilingual--English/Spanish)
Part I; II, III
Arizona Skills Curriculum Project

Arizona State Department of Education

CO - Colorado

Guide to Integrating FBLA Into the Curriculum

SBCCOE

OK BSL - Oklahoma

Banking and Savings and Loan Materials

Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
Stillwater, OK 74074

SC - South Carolina

Bookkeeping Modules

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, SC 29201

TX - Texas

Units of Instruction For Vocational Office Education

Volume 1 - Filing, Office Machines, and General Office
Clerical Occupations

Volume 2 - Office Occupations-Related Information
Accounting and Computing Occupations
Information Communications Occupations

Stenographic, Secretarial, and Related Occupations
Volume 3 - Typing and Related Occupations

Occupational Curriculum Laboratory
Center for Vocational Education
East Texas State University
Commerce, TX 75428

WV - West Virginia

Accounting II Competency Based Curriculum
Legal Secretary Competency Based Curriculum

Fred W. Harrington
Curriculum Coordinator
Building 6, Room B-221
Capitol Complex
Charleston, WV 25305

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(6/11/80)